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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Latin America** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| SS6E1  The student will analyze different economic stystems.  Element: SS6E1.a  Compare how traditinal, command, and market, economies answer the economic questions of 1- what to produce, 2-how to produce, and 3-for whom to produce.  Element: SS6E1.b  Explain how most countries have a mixed economy located on a continuum between pure market and pure command.  Element: SS6E1.c  Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil        SS6E2  The student will give examples of how voluntary trade benefits buyers and sellers in Latin American and the Caribbean and Canada.  Element: SS6E2.a  Explain how specialization encourages trade between countries.  Element: SS6E2.b  Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.  Element: sS6E2.d  Explain why international trade requires a system for exchanging currencies between nations.  Element: SS6E2.c  Explain the functions of the North American Free trade agreement (NAFTA).        SS6E3  The student will describe factors that influence economic growth and examine their presence or absence in Latin America.  Element: SS6E3.a  Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).  Element: SS6E3.b  Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)  Element: SS6E3.c  Describe the role of natural resources in a country's economy.  Element: SS6E3.d  Describe the role of entrepreneurship. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | SS6E1  The student will analyze different economic systems.  Element: SS6E1.a  Compare how traditional, command, and market, economies answer the economic questions of 1- what to produce, 2-how to produce, and 3-for whom to produce.  Element: SS6E1.b  Explain how most countries have a mixed economy located on a continuum between pure market and pure command.  Element: SS6E1.c  Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil        SS6E2  The student will give examples of how voluntary trade benefits buyers and sellers in Latin American and the Caribbean and Canada.  Element: SS6E2.a  Explain how specialization encourages trade between countries.  Element: SS6E2.b  Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.  Element: sS6E2.d  Explain why international trade requires a system for exchanging currencies between nations.  Element: SS6E2.c  Explain the functions of the North American Free trade agreement (NAFTA).        SS6E3  The student will describe factors that influence economic growth and examine their presence or absence in Latin America.  Element: SS6E3.a  Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).  Element: SS6E3.b  Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)  Element: SS6E3.c  Describe the role of natural resourcs in a country's economy.  Element: SS6E3.d  Describe the role of entrepreneurship.  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | How did Fidel Castro Impact the government of Cuba? | **Required Portfolio Assessment-Citizen Participation Breakdown – Writing Prompt (Required)**  **The Form of Federalism**  <http://www.forumfed.org/en/federalism/by_country/index.php> |
| **2-3** | * How is power distributed in different forms of government (unitary, confederation, and federal)? * How do citizens participate in different forms of government (autocratic, oligarchic, democratic)? * What are the important democratic features of parliamentary and presidential forms of government? | * <http://www.state.gov/r/pa/ei/bgn/> * <http://www.state.gov/countries/>   <https://www.cia.gov/library/publications/the-world-factbook/index.html> |
| **2** | * How do the federal governments of Brazil, Mexico, and Cuba differ? * What forms of leadership do the governments in Brazil, Mexico, and Cuba have, and how are the leaders of these countries chosen? * What level of voting rights and personal freedoms do citizens have in Brazil, Mexico, and Cuba? | **Required Portfolio Assessment-Citizen Participation Breakdown – Writing Prompt (Required)**  **The Form of Federalism**  <http://www.forumfed.org/en/federalism/by_country/index.php> |
| **2** | * How do the three types of economic systems (traditional, command, and market economies) answer the questions of what, how, and for whom to produce? * How do most countries strike a balance between having a pure market and pure command economy?   How are the economic systems of the Canada, Cuba, and Brazil similar? | * <http://www.state.gov/r/pa/ei/bgn/> * <http://www.state.gov/countries/>   <https://www.cia.gov/library/publications/the-world-factbook/index.html>  Identify physical trade barriers such as being a landlocked country (Bolivia) and trade barriers such as tariffs, quotas, and embargos and discuss how they affect trade.   * In small groups have students discuss and list the problems involved when working with different currencies. Have them answer these questions. \*Why doesn’t everything cost the same in every currency? \*Why isn’t there just one currency throughout the world?   SCIS Latin America in Transition- Lesson 3, Activity 2- What are the Pros and Cons of NAFTA? (pgs. 63-67)  NAFTA Lesson  Southern Center for International Studies pp. 63-67, Lesson 3, Activity 2 |
|  | * Why are the benefits of voluntary trade important for buyers and sellers? * How do the physical geography and physical features of the region promote and/or prevent trade? | Identify physical trade barriers such as being a landlocked country (Bolivia) and trade barriers such as tariffs, quotas, and embargos and discuss how they affect trade.   * In small groups have students discuss and list the problems involved when working with different currencies. Have them answer these questions. \*Why doesn’t everything cost the same in every currency? \*Why isn’t there just one currency throughout the world?   SCIS Latin America in Transition- Lesson 3, Activity 2- What are the Pros and Cons of NAFTA? (pgs. 63-67)  NAFTA Lesson  Southern Center for International Studies pp. 63-67, Lesson 3, Activity 2 |
|  | * How do trade barriers (tariffs, quotas, and embargoes) prevent international trade from occurring between countries? * How do governments impose trade barriers? * Why is it necessary to exchange currencies for nations to trade? | **Textbook Correlation**  **Economic Overview**  **Mapping GDP:**  **Economic Freedom Index (EFI)**   * [http://www.heritage.org/Index/Country/Cuba](http://www.heritage.org/Index/Country/Cuba%20) * [http://www.heritage.org/Index/Country/Brazil](http://www.heritage.org/Index/Country/Brazil%20) |
|  | * How do the trade agreements made between countries in Latin America and the Caribbean (i.e. NAFTA) overcome trade barriers and encourage voluntary trade in the region? | **U.S. Dept. of State**  **Background Notes on Countries**  [http://www.state.gov/r/pa/ei/bgn/](http://www.state.gov/r/pa/ei/bgn/%20) |

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| **Standards (Primary)** | | | | | **DOK (Ceiling)** | | **Integrated** | |
| All Enduring Understandings | | | | | 2-4 | |  | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| *Although these were taught in Europe, review in Latin America also.*   * unitary * confederation * federal * autocratic * oligarchic * democratic * parliamentary democracy   presidential democracy | | Brazil and Mexico   * Chief of State * Head of Government * Presidential * Bicameral National Congress * Federal Senate * Chamber of Deputies * Suffrage   Cuba   * Dictatorship * Federal Republic * National Assembly * Cuba’s Communist Party * Unicameral National Assembly of People’s Power * Fidel Castro * Raul Castro   Suffrage | | | | * Economic Growth * Gross Domestic Product (GDP) * investment in human capital (education and training) and natural resources   entrepreneurship | |
| * Specialization * Trade barriers * Tariffs * Quotas * Embargos * North American Free Trade Agreement (NAFTA) * international trade   currency exchange | | | | | | | |
| * Economic Growth * Gross Domestic Product (GDP) * investment in human capital (education and training) and natural resources   entrepreneurship | | | | | | | |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | Complete choice tasks—individual and collaborative | | |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted | | |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading  Who, What, When and Where Graphic Organizer | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |

**Monday**:

Warm Up: Sub here; students will complete government-related task to prepare for Quiz tomorrow.

**Tuesday:**

Warm Up-Quiz

Lesson: Choice task based on understanding of quiz; students will choose which format they’d like to complete Government-related task to.

TOD- Complete questions based on topic in Coach book; students will also summarize work completed for day.

**Wednesday:**

Warm Up: Students Review E1, E2, and E3 Vocabulary.

Lesson: Part 1: Students will look at standard of each Economic-Based information. Students will choose vocabulary words to find the definition to. Afterwards, students will complete a government and Benchmark-related activity tailored to their performance on benchmark.

Part 2: Students will then rate their understanding of each Latin-America standard; according to their rating, they will complete task to help with proficiency.

TOD: Review questions.

**Thursday:** Warm Up: Students Review E1, E2, and E3 Vocabulary.

Lesson: Part 1: Students will look at standard of each Economic-Based information. Students will choose vocabulary words to find the definition to. Afterwards, students will complete a government and Benchmark-related activity tailored to their performance on benchmark.

Part 2: Students will then rate their understanding of each Latin-America standard; according to their rating, they will complete task to help with proficiency.

TOD: Review questions.

**Friday:** Quiz